

Livescribe Smartpen K-12 Education Idea Book (v 1.0)

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Staff Meetings / Board Meetings

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Charter Review Committee Town Hall Meeting Notes/Audio

[Wednesday, Sept 23rd - Natomas High School](#)

[Thursday, Sept 24 - Ben Ali Shrine Temple](#)
(Technical Difficulties - Unable to Record)

[Wednesday, Sept 30th - Elks Lodge](#)

[Thursday, Oct 1st - Christian Brothers High School](#)

[Monday, Oct 5th - Tahoe Park Elementary School](#)

[Wednesday, Oct 7th - Sam Brannan Middle School](#)

[Thursday, Oct 8th - Caleb Greenwood Elementary School](#)

[Wednesday, Oct 14th - Sam Pannell Community Center](#)

[Thursday, Oct 15th - Sierra 2](#)

Scribed Notes

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- Meeting Agendas/Video Archive
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 - Committee Meeting Schedule
 - Town Hall Meeting Schedule
 - Town Hall

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- Notes and Audio of each Meeting are Posted for Public Review
- **Instant Access** to Notes and Dialogue of Key Topics Availability Instantly
- Access to Speech and **Emotion Maintains information lost** in Text Transcription
- Most Public Governmental Proceedings Mandate Published Notes
- Pencasting **Saves Time, Money** and Provide More Information to Constituency

livescribe
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SMARTPEN STORE COMMUNITY DEVELOPERS SUPPORT PRESS CENTER COMPANY

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This page belongs to **dbullwink**

10.15.2009 Charter Review Town Hall Mtg

Posted by: dbullwink
on: Oct 15, 2009

File Size: 67MB
Category: Unspecified
Views: 55
Rating: ★★★★★
Description:

Viewer Comments

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Classroom Observations

Ten Minute Classroom Walk Through Observation Form

Teacher: _____ Observer: _____

Date: _____ Time: _____

Planning and Preparation

Characteristic	Observable	Comments
Demonstrates Knowledge of Content and Student Needs	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Lesson Plans Evident and support student goals	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Instructional Objectives Clearly Stated	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Classroom Environment

Characteristic	Observable	Comments
Cultural Inclusiveness	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Respect	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Rapport	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Classroom is Organized	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Classroom is Clean	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Classroom Promotes Student Learning	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Classroom Behavior Management System is Evident	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Safety Plan Displayed	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Effective Instructional Strategies

Characteristic	Observable	Comments
Communicates Clearly	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Students Are	Yes <input type="checkbox"/> No <input type="checkbox"/>	

MINNESOTA ABE/ESL TEACHER EVALUATION

TEACHER _____ DATE _____ CLASS LEVEL _____

LOCATION _____ EVALUATOR _____ NRS _____

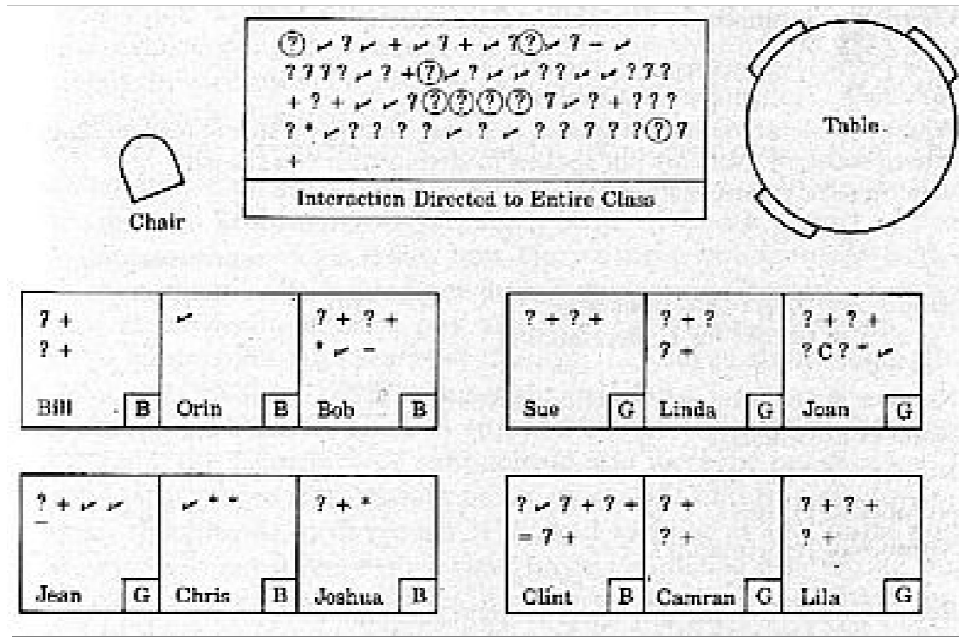
INSTRUCTIONAL SKILLS

	NO	YES	EXPERT
WARM-UP Teacher begins lesson with an engaging warm-up activity that relates to what students are about to learn.			
APPLICATION OF MATERIAL Teacher understands demands of adult roles and responsibilities as worker, parent, and citizen and relates materials to students' lives.			
CLASSROOM ATMOSPHERE Teacher creates a comfortable environment where learners are willing to take risks and use the target language.			
ASSESSMENT Teacher utilizes the results of formal and informal assessment in modifying methods and curriculum.			
CULTURAL AWARENESS Teacher demonstrates awareness of, and sensitivity to, cultural differences and how they inform the multiple roles and responsibilities of learners.			
INSTRUCTIONAL EXAMPLES Teacher uses adequate instructional examples that are meaningful, clearly illustrated, and varied.			
CLARITY OF VISUALS Teacher's visual presentation is clear and easy to understand.			

02/02/2008

- **Print** observation form on dot paper
- **Record** segments of the lesson
- Use the recorded segments to **reinforce** positive behaviors or **instruct** in areas that need improvement

Classroom Walkthroughs



Print or **sketch** a seating chart on dot paper

Code	Category	Description
?	Knowledge-level question	Requires a right answer or simple recall of facts; includes review questions
?(circle)	Higher cognitive question	Requires students to think, apply, interpret, analyze, synthesize, create, or evaluate
?(slashed)	Checks for understanding	Requires students to show understanding of content or procedures; call for summarizing, explaining, comparing
+	Praise or acknowledgement	Students' academic responses, actions, or products are praised or acknowledged
C	Correction	Students' academic responses are wrong or incomplete, and teacher corrects them
G	Guided correction	Students' academic responses are wrong or incomplete, and teacher guides, probes, restates
(check mark)	Social comments	Teacher makes a social comment to a student. Even if stated as a question, a social comment is coded
-	Reprimand	Teacher reprimands behavior
•	Student initiates	Student initiates remarks or questions to the teacher. Be sure to code the teacher's response if there is one

Document classroom interactions between students

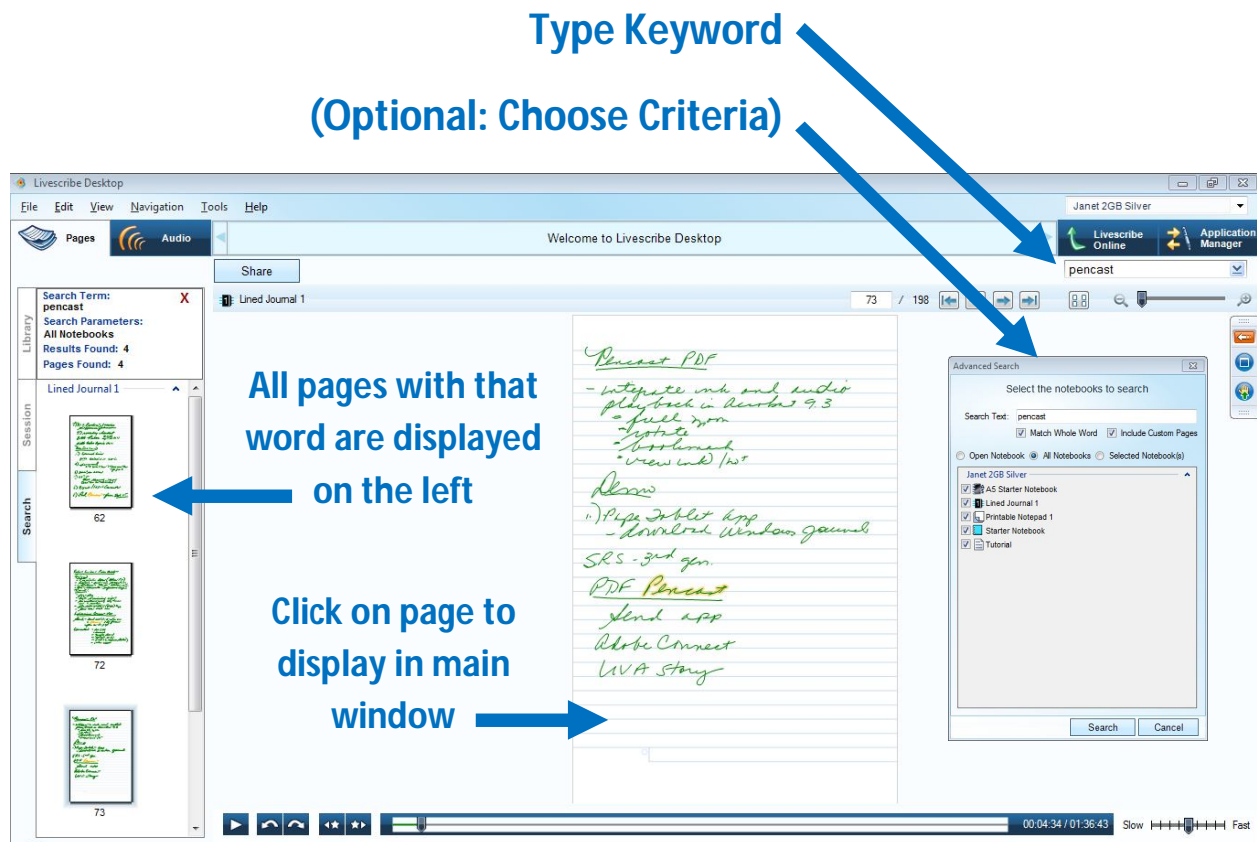
Mentoring Programs

Master Teachers can mentor new teachers by **creating pencasts that demonstrate:**

- Lesson presentations
- Classroom management techniques
- Instructional strategies



Meeting Notes



- **Store** all of your meeting notes in one or more Livescribe notebooks
- **Search** all of the notebooks for “keywords” using the Livescribe desktop software
- **Organize** your notes with custom notebooks for topics of interest

Professional Development

- **Save money** and send fewer representatives to training workshops, conferences and presentations
- **Capture** the conference sessions and take notes with the smartpen
- **Share** notes and audio online with entire staff, district or world!



Running Records / Fluency

Table 1
Running Record Symbols and Marking Conventions

Reading behavior	Marking convention	Example
Accurate word reading	✓ above each correctly read word.	✓ The brown fox.....
Substitution (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word.	✓ brave ✓ The brown fox.....
Omission (one error)	— (long dash)	✓ — ✓ The brown fox.....
Insertion (one error)	^ at point of insertion with the inserted word above it	✓ ^ little ✓ The brown fox.....
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	R The brown fox.....
Repetition of phrase (no error)	R with line and arrow to the point of where the reader returned to repeat.	↔ R The brown fox.....
Self-correction (no error)	SC after the error to indicate child has corrected error.	brave/SC The brown fox.....
Intervention / student confused and unwilling to try again (one error)	Write TA if you need to tell student to "try again" and point to where he or she needs to try again. Place brackets around part of the text that the child had to try again.	TA [The brown fox].....
Intervention / unable to read a word (one error)	Write T above word if you tell the child the word after a 5–10 second wait.	T The brown fox.....
Beginning sound (no error)	Mark the beginning sound above the word if the child says it first, then a (check) if he or she follows with the correct word.	b/✓ The brown fox.....

- **Print** form on dot paper or create own system of markings in a notebook
- **Replay** as many times as necessary using the **playback speed** if necessary to accurately diagnose reading miscues
- **Create** a remediation plan based on findings
- **Reassess** and keep all recordings in a student **portfolio** using custom notebooks

Fairfax County Public Schools, Virginia

completed a 13 school pilot with 100 teachers and found the use of the smartpen increased the accuracy and ability to analyze running records effectively

Grade 2 Fluency Test: Blackline Master

8 Behagel them, Jen and Rick had five pet
13 rabbits. Sometimes the rabbits got out of
24 their cages. Jen and Rick had to run and
32 catch them. The rabbits ran very fast. Jen
40 and Rick had a hard time catching them.
48 "I wonder which is the fastest," Rick said.
57 "Let's have a race and find out," said Jen.
65 Rick made two lines about ten feet apart
74 on the sidewalk. Then he put the rabbits on
81 one line. He carefully pointed them toward
88 the second line. But when the rabbits
94 moved, they hopped in different directions.
103 Jen had an idea. She drew a large circle
111 and she placed the rabbits in the center.
119 "Now," she said, "No matter which way they
129 hop, it will have to be toward the finish line."

Student's Name: Emily Tamm Date: April 13, 2010

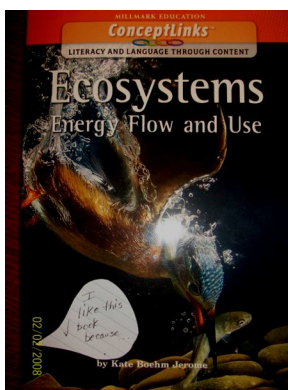
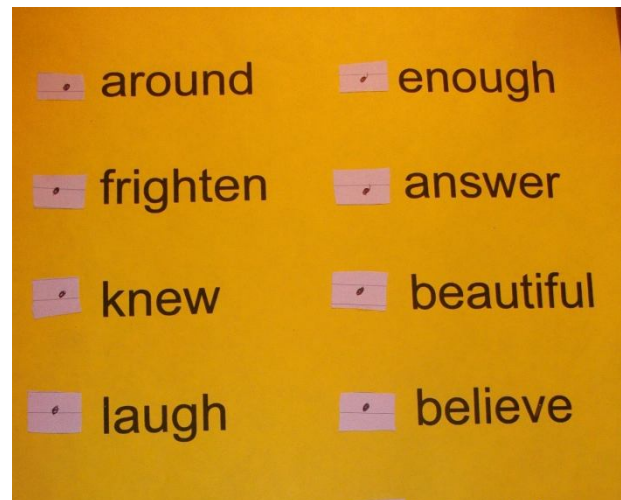
Speed/Accuracy: WCPM score calculation

Total Words Read Per Minute	Total Number of Errors	Words Correct Per Minute (WCPM)
106	4	102

Observations: Level Rank (circle one)
Level 4

Audio Dots

- **Create dot labels** by printing dot paper on mailing labels or cut up a piece of dot paper
- **Add audio to the dot** with a bullet or check mark to activate the audio and record a review, oral reading, background music, etc.
- **Place the dots on objects** around the room to audio-enable any print resource with a recording



Education Example: Collaborative Rainforest Oral Project



Substitute Lesson Plans

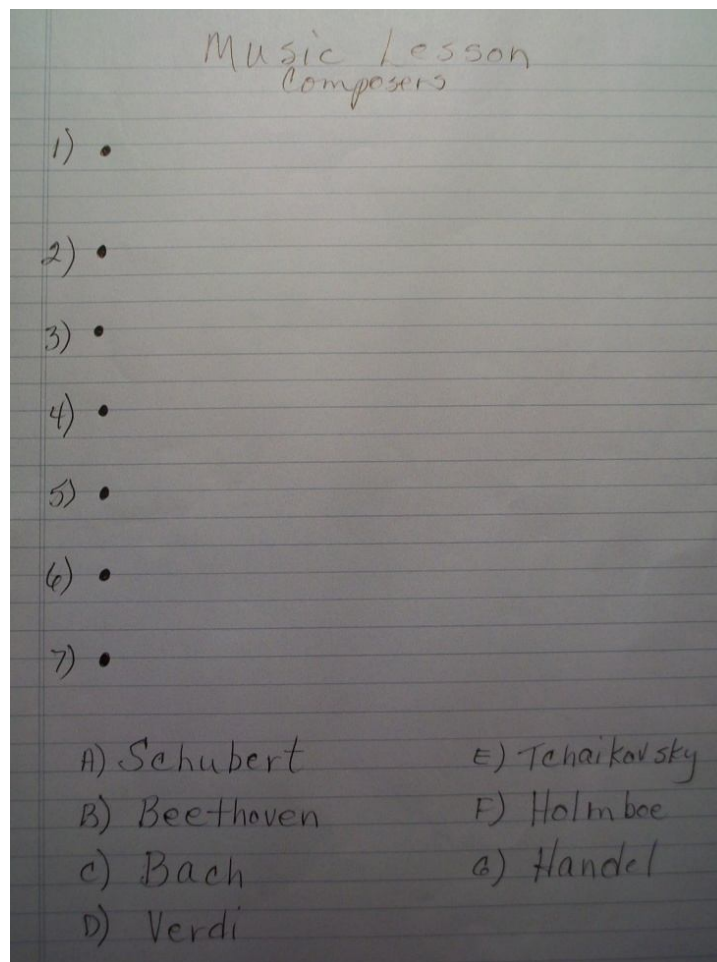
Lesson Plans

Subject	Monday	Tuesday
Reading	<i>A Pilgrim Child's Life</i> Small group	
Math	Thanksgiving Measurement Project	
Science	Thanksgiving Dinner Logic Activity	
Social Studies	Finish the story activity - small groups My 1st Thanksgiving Dinner	
Art	Timmy Turkey project	
Music (1)	Pilgrim musical Instruments	
Music (2)	Indian musical Instruments	02/02/2008

- **Print** your lesson plan template on dot paper
- Add **audio-enhanced directions** to share information about where items are located, special helpers, background knowledge on the topic, etc.

Musical Notebook

- **Fill** a notebook with your music collection by recording songs and other musical works
- **Create a matching assessment** by asking students to match the composer on the bottom with the musical composition on top (see image)



Homework / Homebound Helpers

Homework Pencast Chapter 3.1

2. The earth moves around the sun in a nearly circular orbit of radius 1.50×10^{11} m.

2a. During the three summer months (an elapsed time of 7.89×10^6 s), the earth moves one-fourth of the distance around the sun. What is the average speed of the earth?

2b. What is the magnitude of the average velocity of the earth during this period?

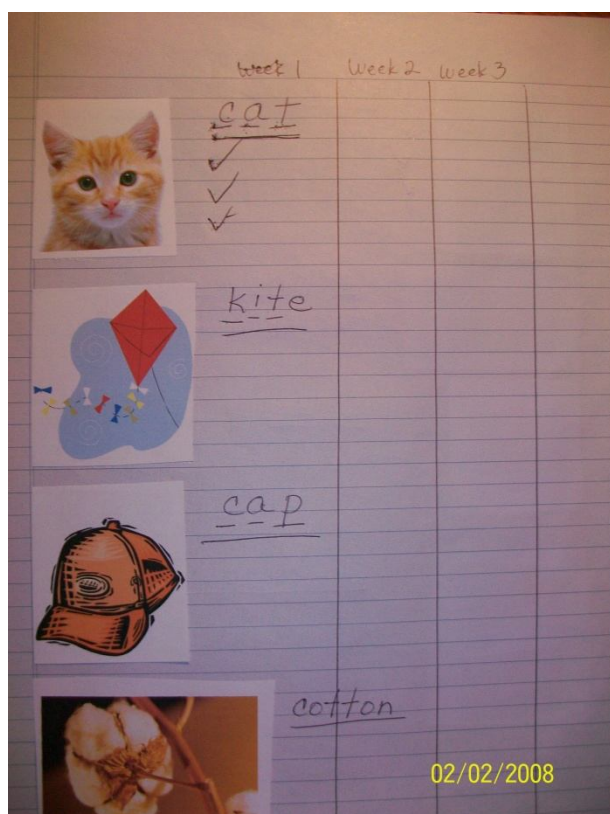
full screen 71

- **Create pencasts** of each lesson
- Students **see and hear the lesson as many times as needed** to grasp content at a speed they can understand
- **Create a collection** for self-guided discovery of curriculum topics
- **Homebound students** get the same access to instruction as students in school by the same teacher

Check out: <http://juliemcleod.org/mathcasts/>

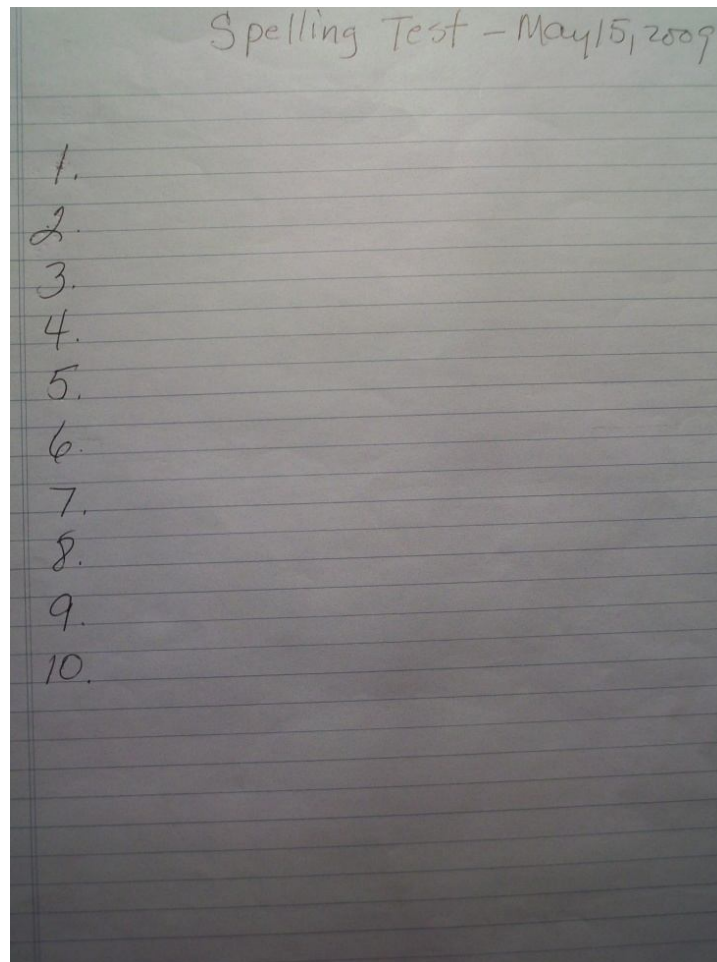
Speech Language Pathologists

- Bring recorded conversations of a student to **referral meetings** to document suspected speech difficulties for the team to review
- **Create** articulation practice sheets, language development sheets, or customized communication boards
- Students can **record their practice sessions** directly on the dot paper to document their progress



Orange County Public Schools, Florida just purchased 290 smartpens – one for every speech language pathologist in the school district!

Make-Up Spelling Tests

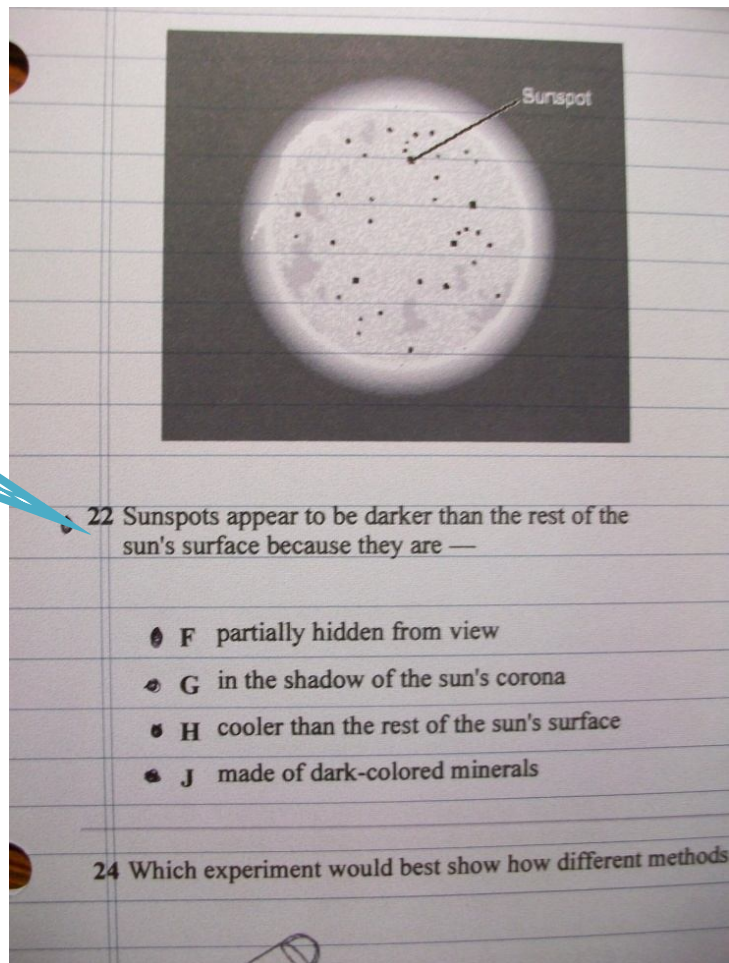


- **Record** spelling test as delivered
- Place in **sheet protector** and put **stylus** in pen
- Absent students can use the test with earbuds to **take the test when they return**

Talking Tests

- **Record test questions and answers** for students with verbal accommodations in their IEP
- Students can also **record their answers if necessary**

Orange County Public Schools, Florida also purchased 850 smartpens – 10 for each of their 85 Title 1 schools!



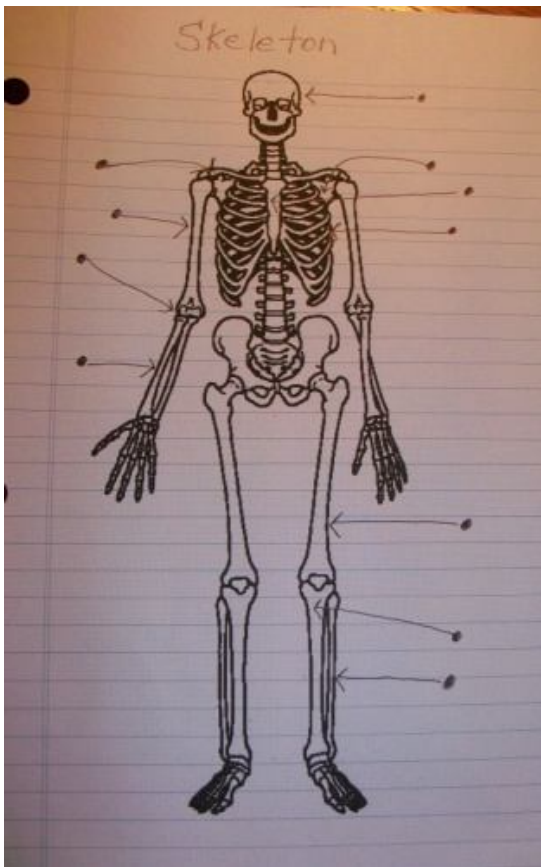
Parent Penmail



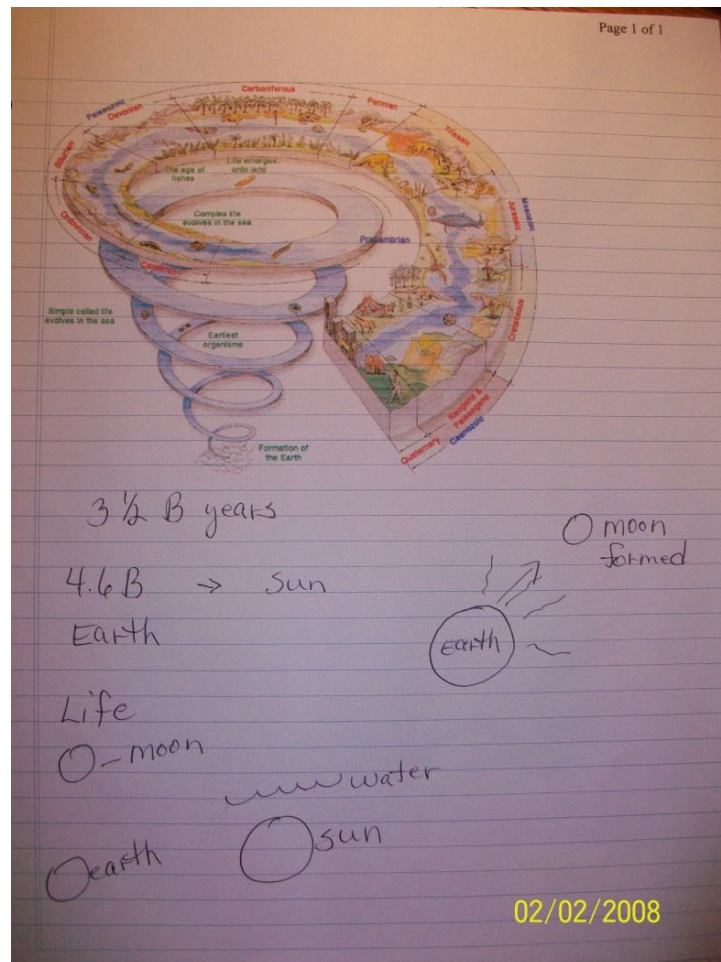
- **Enhance parent-teacher communication** by recording notes to parents at the bottom of a student's notebook agenda for the day
- Record messages in a **student's native language** if a translator is available at school
- **Parents can respond back** to the teacher with their own notes if desired

Audio Study Guides

- **Print** image on dot paper
- **Record** information about diagram or image
(Students can do this during a lesson with a teacher's prompting to make their own study guide)
- **Place** paper in sheet protector
- **Give** students access for review



Multi-Layer Notetaking



- **Capture main ideas/topic headings** during instruction from teacher, a video, or other source (leave space on page to add more information)
- **Listen** to original recording and **layer in more notes** as many times as necessary for **retention**
- The **new notes are also linked to the audio!**

Augmentative/Alternative Communication Devices

Inexpensive

Lightweight

Customizable

More Memory

